

VISIT...

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Tutor Teaching Tips

Can You Say Pterodactyl? (J)

MATERIALS

Leveled reader

Graphic organizer

Game cards;
Game board;
Markers

Leveled reader

Before Reading 3–5 minutes

BUILD BACKGROUND: Ask: *Have you ever had trouble saying a word? What happened when you couldn't say the word?*

PREVIEW THE BOOK: Show the child the pictures on the covers of the book. Read the title together. Ask: *What is a Pterodactyl? Do you think this book is real or make believe? Why?* Look at the pictures in the book and ask the child what might be happening.

During Reading 10–15 minutes

Sit next to the child and read the book to the child. Have the child follow each word with his/her finger. Next read the book aloud and have the child read along with you. Finally, ask the child to read the book aloud by himself/herself. If the child reads a word that doesn't make sense, ask: *Did what you read make sense?* Have the child try to sound out any words he/she doesn't know. Ask: *What sound does this word start with? What word makes sense here?* If the child still cannot work out the word, tell him/her the word. Ask the child to reread the sentence with the word and then continue reading the book.

After Reading 10–15 minutes

RETELL: Ask the child to retell the story. Prompt with questions such as: *What happened next?* Allow time for the child to think about each question and respond. If the child cannot answer, help him/her find the answer in the book.

Guide the child to complete the graphic organizer. Help the child think of words to describe the characters. Allow the child to refer back to the book if he/she needs to in order to fill in the story chart.

READER RESPONSE: Ask: *What makes this story something that couldn't really happen?*

Optional Activities

WRITING: Ask the child to draw a picture on the inside back cover of the book of one of the characters in the book. Ask the child to write a sentence about the picture.

VOCABULARY GAME: Point out the contraction *couldn't* on page 4. Explain that this is a contraction made up of the words *could not*. Ask the child to find two contractions on page 5: *can't* and *I'm*. Place the game cards contraction side up in a stack. Have the child select a card and read the word. Have the child say the two words that make up the contraction and check the back of the card to see if he/she is correct. If the child is correct, he/she can move the number of spaces on the game board indicated on the card. If the child is not correct, he/she cannot move. Have the child place the card at the bottom of the stack, and it's your turn.

Home Connection

Encourage the child to take the book home for practice.

What was Pterodactyl like?

What was Owl like?

What was the pterodactyl's problem?

How was this problem solved?

What are some things that happened in the story?

INSTRUCTIONS: Read the questions with the child and have him/her write or draw the answers in the boxes. Allow the child to look back at the book to find information he/she needs to answer the questions.

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader



Game Cards (FRONT)

Can You Say Pterodactyl? (J)

can't

couldn't

I'm

he's

it's

don't

isn't

you're

wasn't

didn't

she's

haven't

hasn't

wouldn't

that's

what's

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

 Game Cards (BACK)

Can You Say Pterodactyl? (J)

he is

1

I am

1

could not

3

cannot

3

you are

5

is not

3

do not

4

it is

3

have not

5

she is

2

did not

3

was not

2

what is

5

that is

4

would not

3

has not

4

Leveled Reader

Game Board

Can You Say Pterodactyl? (J)

